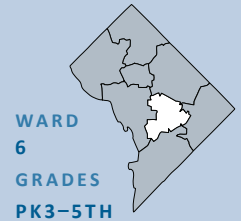




DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

2016-17 SCHOOL SCORECARD

Ludlow-Taylor Elementary School



WARD
6
GRADES
PK3-5TH

Dear Parent or Guardian,

You are the first teacher and most important partner in your child's education. As a result, you need high-quality information on the performance of DCPS schools and the District overall. Inside, you'll find important facts related to **student performance, family and community engagement, safety, facilities, and more.**

Taken together, I believe these data can help you make the best, most informed decisions possible related to your child's education.

While the data on this scorecard provide you with the facts on the progress of this school, the best way to gauge a school's quality is to get involved. Please take a look at the back page for ideas on engaging with your school community.

You can compare schools' programs and performance online at www.dcps.dc.gov/profiles.

It is my hope that you use this information to hold principals, school staff, and my office accountable for continuing to improve the quality of education available to your family.

Sincerely,

John Davis

John Davis
Interim Chancellor



659 G St. NE Washington, DC 20002

Phone: (202) 698-3244 | Fax: (202) 698-3250

Principal: Andrew Smith | andrew.smith2@dc.gov

Web Site: ludlowtaylor.org

School Hours: 8:45 a.m. – 3:15 p.m.

Ludlow-Taylor ES is an outstanding school community comprised of a top-notch staff, involved parents, and the best students in Washington, DC. Our data reflects impressive growth over the past few years, as we continue to pursue higher levels of achievement. To do so, we are moving towards a student-centered approach to instruction, where the needs of each individual student are met, and strengths are furthered. Our goal is to encourage inquiry, creativity, and a love of learning that begins with our Reggio approach in early childhood and continues through 5th grade. We are not only a Reward School, but also recently renovated with some of the best indoor and outdoor space that DCPS has to offer. Come join us, it is a great place for staff, families, and students!

PROGRAMS (2016-17)



ACADEMIC ENRICHMENT

- After School Program
- Three- and Four-Year-Old Program
- Student Clubs
- ST Math
- Leveled Literacy Intervention
- Everybody Wins!
- Courtyard Classroom
- Creative Curriculum with Reggio Emilia Approach
- FoodPrints



WELLNESS AND FITNESS

- Girls on the Run
- Power Tots and Soccer Tots
- Boys and Girls Club
- Ballet and Modern Dance
- Cheerleading
- Breakfast in the Classroom for ECE
- Fresh Fruit and Veggie Program
- Alliance Healthy Schools Program
- Physical Education
- Spanish



ARTS AND CULTURE

- Vocal/Instrumental Music
- Visual Art
- Joy of Motion
- Robotics
- Tennis
- Yoga

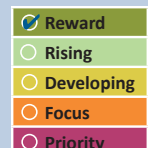


SPECIAL EDUCATION

- Communication & Education Support
- Early Childhood Communication & Education Support
- Independence & Learning Support

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

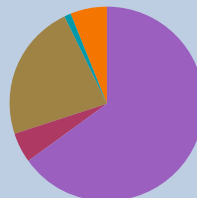
Reward schools have the highest levels of student performance and growth as demonstrated by an overall index score at or above 80 or growth in overall index score that falls in the top 5% of all schools in DC.



STUDENT DEMOGRAPHICS (2015-16)

Enrollment: **370**

- Black: 65%
- Hispanic/Latino: 5%
- White: 23%
- Asian: 1%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 6%



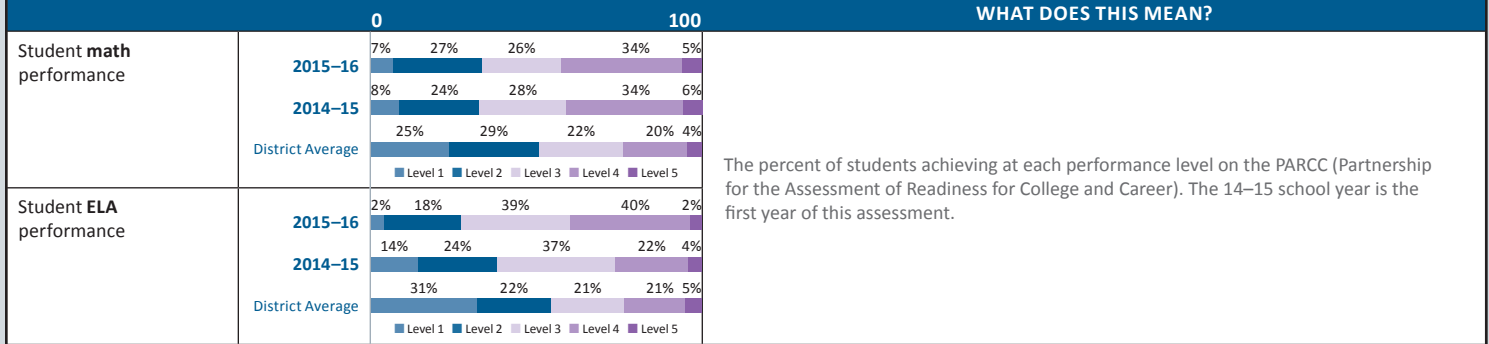
- English language learners: 1%
- Free and reduced-price lunch: 100%
- Special education: 13%
- In boundary: 28%
- Average core class size: 13

Ludlow-Taylor Elementary School



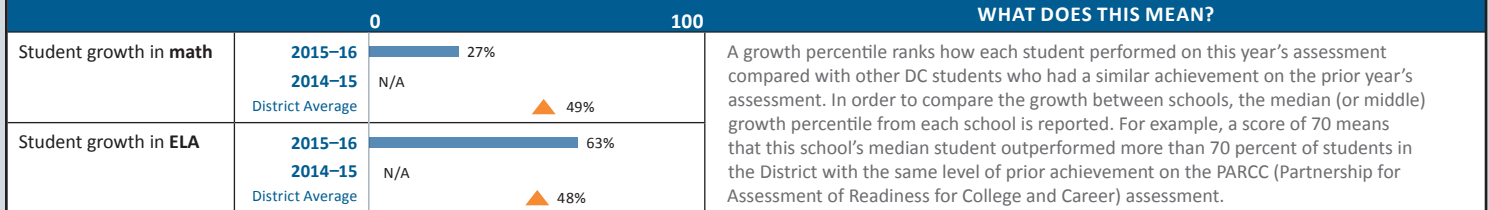
STUDENT PERFORMANCE

Results of annual, standardized assessments don't describe the full school experience, but they do provide the most accurate and reliable signal of student performance. Every DCPS school should demonstrate progress in the core areas of math and reading, as well as cultivate students and faculty focused on improving performance through outstanding teaching and learning.



STUDENT PROGRESS

Compared to student performance, which signals the share of students achieving at various levels, student progress is a measure of how much students grow from year to year. While some schools may have relatively few students meeting or exceeding state standards, it is important to gauge the extent to which those schools help students catch up.





SAFE AND EFFECTIVE SCHOOLS		DCPS believes that all schools must provide caring and supportive environments. School environments that are safe and welcoming better enable students and staff to learn and teach.	
		0 100	WHAT DOES THIS MEAN?
Student in-seat attendance	2015-16 95% 2014-15 94% District Average 94%		The percentage of days students attended.
Truancy rate	2015-16 5% 2014-15 6% District Average 6%		The percentage of students considered truant (10 or more unexcused absences while compulsory school-aged).
Out-of-school suspensions	2015-16 7% 2014-15 6% District Average 4%		The percentage of students included in the enrollment audit who received at least one out-of-school suspension.
Long-term suspensions	2015-16 0% 2014-15 0% District Average 0%		The percentage of students included in the enrollment audit who received at least one long-term suspension (11+ days).
Student safety	2015-16 85% 2014-15 86% District Average 84%		A score that represents student perceptions of safety and order at this school. The scale is from 0 to 100, and the score is based on the results of a student survey.
Student satisfaction	2015-16 89% 2014-15 89% District Average 90%		A score that signals students' overall satisfaction with their school. The scale is from 0 to 100, and the score is based on the results of a student survey.
Student re-enrollment	2015-16 82% 2014-15 83% District Average 82%		The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.
Retention of effective and highly effective teachers	2015-16 96% 2014-15 83% District Average 92%		The percentage of teachers rated Effective or Highly Effective by DC Public Schools' IMPACT evaluation system who are returning to DCPS from the previous year.

UNIQUE SCHOOL INDICATORS		The school scorecard is meant to provide information that is easy to compare across schools. However, each school is unique in its approach to teaching and learning. This section provides schools the opportunity to highlight their own measures of success.	
		0 100	WHAT DOES THIS MEAN?
PARCC math performance level change	2015-16 12% 2014-15 N/A		The percentage of all 4-8 graders who moved up at least one performance level from one year to the next on the PARCC Math.
PARCC ELA performance level change	2015-16 54% 2014-15 N/A		The percentage of all 4-8 graders who moved up at least one performance level from one year to the next on the PARCC ELA.

Ludlow-Taylor Elementary School

Facilities:

Art room	<input checked="" type="checkbox"/>
Auditorium	<input type="checkbox"/>
Computer lab	<input checked="" type="checkbox"/>
Gym	<input type="checkbox"/>
Media center	<input checked="" type="checkbox"/>
Music room	<input checked="" type="checkbox"/>
Outdoor recreation space	<input checked="" type="checkbox"/>
Pool	<input type="checkbox"/>
Science lab	<input checked="" type="checkbox"/>

Other:

After school care	<input checked="" type="checkbox"/>
Before school care	<input type="checkbox"/>
School uniform	<input checked="" type="checkbox"/>
Title I	<input checked="" type="checkbox"/>

Family and Community Engagement:

Local school advisory team	<input checked="" type="checkbox"/>
Active parent organization	<input checked="" type="checkbox"/>
Home visit trained teachers	<input type="checkbox"/>
School tours	<input type="checkbox"/>


Destination School(s):


Stuart-Hobson Middle School

Community Partnerships:

Kennedy Center Partnership
Arts for Every Student
FoodPrints
Duke Alumni Organization
Everybody Wins

GETTING TO SCHOOL

 90 92 D4 D6 D8 X1 X2 X9

 Red Line: Union Station

WHAT YOU CAN DO

Families play an essential role in supporting student success.

Talk to your child about school. Your opinion and interest matter to your child. Ask your child about one thing he or she learned at school, and keep asking every day!

Talk to your child's teacher(s). Teachers and parents are on the same team. Ask teacher(s) about their expectations and goals for your child, and share your own. Brainstorm ways you can help your child at home to supplement learning at school.

Stay up-to-date and informed about what's happening at school. Pay attention to report cards, attendance, data, and any updates or newsletters coming home from school. If you have

any questions, don't hesitate to ask the teachers, principal, or staff. Find out what leadership opportunities are available, such as in parent organizations.

Volunteer at school. Volunteers are key to helping students succeed. Many schools need volunteers who can work directly with students on reading and math, but volunteers also can provide support in classrooms, the main office or the library. For more information, contact the school's main office to determine specific needs or visit www.dcps.dc.gov/DCPS/volunteer for details about the volunteer clearance process.

WHERE CAN I FIND INFORMATION ON OTHER SCHOOLS?

View scorecards of every DCPS school at: www.dcps.dc.gov/profiles. You can search for DCPS schools based on the information that you care about, and you can also compare schools side by side.

HOW CAN I STAY UP TO DATE ON WHAT'S HAPPENING?

Website: www.dcps.dc.gov

Facebook: [FB.com/dcpublicschools](https://www.facebook.com/dcpublicschools)

Twitter: [@dcpublicschools](https://twitter.com/dcpublicschools)

Instagram: [dcpublicschools](https://www.instagram.com/dcpublicschools)